

Thinking of Two-Way Cohesion at the Young Age of China—Interpretation of the Guiding Opinions on Vigorously Promoting the Scientific Connection Between Kindergartens and Primary Schools

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Abstract

The smooth transition from kindergarten to primary school is of great significance to the healthy development of children in the future. The release of the guiding opinions on vigorously promoting the scientific connection between kindergartens and primary schools clearly puts forward the concept of two-way connection between kindergartens and primary schools for the first time. Its essence is to reshape the reform value of basic education, highlight the concept of good educational ecology, and solve the problem of steep connection from the root. It proposes that kindergartens and primary schools should implement school readiness education and school adaptation education respectively, and through the joint efforts of the government, society, schools and families, establish a dynamic long-term mechanism and supervision mechanism of two-way connection between young and primary schools, so as to promote the benign development of two-way connection between young and primary schools.

Keywords: policy interpretation, two-way connection between young and young, preparation for admission, admission adaptation

1. Introduction

On April 9, 2021, the Ministry of Education issued the guiding opinions on vigorously promoting the

scientific connection between kindergartens and primary schools (hereinafter referred to as the Guiding Opinions) in order to implement the requirements of the Fifth Plenary Session of the 19th CPC Central Committee on building a high-quality education system. In order to promote the scientific and effective connection between kindergartens and primary schools, the guiding opinions first put forward the concept of two-way connection between kindergartens and primary schools. In recent years, people from all walks of life have paid continuous attention to the topic of young and young connection, and the newly issued guiding opinions has once again raised the topic of young and young connection to a peak.

2. The Necessity of Issuing the Guiding Opinions

2.1 Importance for Early Childhood Development

In 2017, the OECD (Organization for economic co-operation and development) released the report strong start 5: early childhood connection, which clearly mentioned: "the transition from kindergarten to primary school will be the first leap for children to start formal education. The quality of early childhood connection is of great significance to cultivate children's personality, behavior development, academic improvement and other aspects". The guiding opinions emphasizes that we should adhere to the principles of two-way connection and systematic promotion, and steadily promote the pace of two-way connection of young children. It can be seen that the connection between childhood and primary school plays a decisive role in the whole preschool education, and will also have an important impact on the development of children's cognition, psychology, emotion and social communication. Therefore, doing a good job of scientific connection between childhood and primary school is not only achieved by relying on one side, but also requires the joint efforts of the government, society, kindergartens (schools) and families. However, in recent years, even though relevant researchers have repeatedly emphasized the importance of scientific cohesion between young and primary schools, a series of problems have been exposed, including primary school orientation in the preschool education. Primary school orientation of preschool education has

gradually developed into a familiar educational term in the field of preschool education industry. Whether experts and scholars in the field of preschool education or front-line teachers also seem to gradually acquiesce in the connotation of this educational term. The reason lies in the lack of understanding of the functional orientation of kindergarten and primary education. There are phenomena of arrogation, offside and absence in the connection between kindergarten and primary school, which leads to the consequences that it is impossible to provide targeted guidance according to children's existing cognition, psychology, emotion and social communication, let alone make good school adaptation and school preparation. Therefore, the guiding opinions clearly points out that kindergartens can effectively prepare and educate primary school students, which is to prepare for the basic quality of primary school students' enrollment and growth.

2.2 The Problem of One-Way Connection Between Young and Young Children Still Needs to Be Solved

Previously, the national medium and long-term education development plan outline (2010) issued by the state also involves the implementation of the work of connecting young and primary schools. Although the implementation of the policy has been effective, it has not solved the root causes of the ills in solving the problems existing in the connection between young and primary schools. There are two consecutive different periods of education between kindergarten and primary school. The transition from kindergarten to primary school can be both horizontal and vertical. The whole body and mind of children are changing greatly from low-level to high-level, from quantity to quality. However, there are still many problems in today's young children's connection, the most obvious one is the one-way connection of young children. For example, there are some misunderstandings about the connection between kindergarten and primary school science. Kindergartens and primary schools lack certain communication and interaction in all aspects of the connection of educational courses, management system, teacher training and teaching objectives (that is, the connection system is separated). These problems are mainly manifested in the fact that kindergarten and

primary school are separated from the system and go one-way in the whole process of school preparation and school adaptation, and there is no “you have me, I have you” preschool and primary school scientific connection system. One of the final results is that kindergarten teachers do not fully understand the teaching situation of primary school, and primary school teachers also have the same problems. Such a state is detrimental to the growth of young children. In order to further solve the contradiction problems such as fault and one-way connection in the connection between young and young children, building a reasonable path for the connection between young and young children is a powerful measure to solve the problem of one-way connection from the root. The guiding opinions put forward the concept of two-way connection for the first time, and clearly pointed out that kindergartens and primary schools need to two-way travel. The so-called two-way travel is to slow down the connection slope between kindergartens and primary schools and strengthen the continuity. In the implementation of two-way connection education, we should not only guide children to change their learning environment and methods, but also pay full attention to children’s transformation in interpersonal communication, teacher-child relationship, behavior norms and social expectations.

3. Value Analysis of the Guidance

What is the value of two-way connection behind the introduction of the guiding opinions? In my opinion, this is the embodiment of reshaping the value of basic education reform. The so-called reform value of reshaping basic education, one of which is that two-way connection is to solve the problem of fractured connection steep slope from the root, and the other is to highlight the concept of good educational ecology.

3.1 Two-Way Connection Is to Solve the Problem of Fracture Type Connection Steep Slope from the Root

At present, in the reform of basic education in China, a series of difficult and miscellaneous problems are still exposed, such as heavy schoolwork burden in schools and primary school in kindergartens are a pair of persistent diseases that cannot be cured for a long time, and there is a close relationship between the two. Many large

kindergartens, especially in large and medium-sized cities and some rural areas, still use the traditional subject based teaching as the main teaching method, and in these kindergartens, the learning content only available in primary schools has been set up too early. Such problems are only the tip of the iceberg exposed in the connection between childhood and childhood. What is the practical meaning of these problems? In order to further solve these problems, the guiding opinions put forward for the first time the two-way connection between kindergartens and primary schools. The two-way connection between kindergartens and primary schools is to solve the problem of the fractured steep slope of connection between kindergartens and primary schools from the root, which slows down the gradient and speed in the process of closing kindergartens and primary schools. It emphasizes that kindergartens and primary schools should do well in school readiness education and school adaptation education respectively. We should pay attention to the continuity and two-way between the kindergarten and the primary school. The proposal of two-way connection between the kindergarten and the primary school shows the determination and strength of the state in dealing with the problem of kindergarten and primary school.

3.2 Two-Way Connection Highlights the Concept of Good Educational Ecology

The concept of educational ecology originated from the West. After putting forward the research object of educational ecology, the scholar Wu Dingfu further defined educational ecology as “the relationship and interaction mechanism between education and ecological environment”. The guiding opinions pointed out that all parties should work together to form a good educational ecology, in order to solve the disharmonious node problems in the educational ecology in the connection between childhood and primary school. In the past, these node problems were mainly reflected in the characteristics of the connection between childhood and primary school, which showed a broken steep slope, the asynchronous pace of curriculum reform in the final analysis, there are some problems in the link of educational ecology, such as the obstacles between the administrative departments of parks (schools) and

the misunderstanding of the concept of children's connection between homes (schools).

4. An Analysis of the Guiding Points of Two-Way Connection Education in Early Childhood

4.1 Differentiation and Analysis of the Connotation of Connection Between Childhood and Primary School, School Preparation and School Adaptation

Connection between childhood and childhood is an educational activity for children to smoothly transition from preschool education to primary education. Its purpose is to ensure that large classes of children can smoothly enter the campus and receive primary education. It is an important activity to help children prepare physically, psychologically and behaviorally. Professor Liu Yan of Beijing Normal University proposed that school readiness mainly refers to the growth level expected by parents when their children just enter the school stage, or the various physical and mental development levels and mental states that they need to adapt to a new learning environment. Professor Gai Xiaosong of Northeast Normal University has strictly defined and analyzed the relationship between early childhood connection and school readiness in his works. He pointed out that both of them involve children in kindergarten and primary school, and are affected by groups such as home (school). Adaptation in admission adaptation originated from the Latin adapare. When the environment changes, it causes the change of the corresponding functional structure of the body, and adapts it to avoid the damage caused by the environment. Later, this was introduced into the field of pedagogy. Zhu Muju, a domestic scholar, believed that admission adaptation refers to learning adaptation and social adaptation. It can be seen that we should rationally look at the connotation of the three, and make clear who the three take as the research object. The guiding opinions put forward that in order to promote the two-way connection between kindergarten and primary school to achieve good results, we should start from two aspects: kindergarten preparatory education and primary school adaptive education.

4.2 Kindergarten Education to Prepare for Admission

In order to further help children prepare for school scientifically, the guiding points for

kindergarten entrance preparation education (hereinafter referred to as the guiding points for kindergartens) put forward four aspects of physical and mental preparation, life preparation, social preparation and learning preparation around the key qualities required by children to enter school. The guiding points for kindergartens mentioned that the large class of kindergartens should help children do a good job in the content required for admission in the next semester to prevent them from copying the contents of primary schools, the wrong practice of teaching methods, teaching contents and teaching environment. For example, in terms of physical and mental preparation, by helping teachers guide children to establish positive school expectations, help children preliminarily understand the life of primary school, and help children get a positive emotional experience; In terms of life preparation, by gradually adjusting the daily work and rest and helping children develop good health habits, guide children to do a good job in personal life management, guide children to learn to sort out and store personal items, and gradually establish a sense of time; In terms of social preparation, by guiding children to actively interact, expanding the scope of children's interaction, guiding children to actively seek help from teachers when encountering difficulties, creating a tolerant and tolerant atmosphere for children to interact with teachers and children, and providing a relaxed social environment for children.

4.3 Elementary Schools Implement Admission Adaptation Education

Primary schools should strengthen the sense of connection, take admission adaptation education as an important task to deepen the curriculum reform of compulsory education, and implement, implement and implement the relevant provisions of the compulsory education law. The guiding points of primary school admission adaptation education (hereinafter referred to as the guiding points of primary school) takes schools prepare for children's adaptation, pay attention to individual differences, set admission adaptation period and adhere to deepening reform as the guiding goal, and puts forward four aspects: physical and mental adaptation, life adaptation, social adaptation and learning adaptation. The guiding points of primary school indicate that

according to the national compulsory education law Revise the curriculum standards, adjust the curriculum arrangement of the first grade, slow down the gradient and gradient of its curriculum content, set the first semester of the first grade of primary school as the admission adaptation period, focus on the implementation of admission adaptation education, and reasonably arrange local courses, school courses and comprehensive practical activities according to children's physical and mental characteristics and acceptance ability, so as to prevent their wrong practices of exceeding the standard teaching and catching up with the progress teaching. For example, in terms of social adaptation, the purpose of helping children gradually integrate into the new class and guiding children to feel the happiness of collective life is to help children better integrate into the collective. In terms of learning adaptation, it mainly cultivates children's interest in learning new knowledge and new environment by creating a relaxed listening and speaking environment and providing children with rich and operable materials.

4.4 Establish a Dynamic Two-Way Connection Long-Term Mechanism and Supervision Mechanism for Young Children

For a long time, there have been a series of problems in the connection between kindergartens and primary schools, such as the primary school of kindergartens, the fracture of the connection between kindergartens and primary schools, and primary schools pay too much attention to the level of academic performance, which are attributed to the parents' ideas of expecting their children to succeed and winning at the starting line. Therefore, the emerging trend of training institutions is also a reflection of its problems. The comprehensive management proposed in the guiding opinions is actually urging the deepening reform of basic education. The reality behind it is an idea of problem orientation and addressing both the symptoms and root causes, which actually requires the establishment of a dynamic linkage mechanism at the government level, social level, kindergarten (school) level and family level, as well as a supervision mechanism of educational synergy.

4.4.1 Government Level: Overall Planning and Comprehensive Management

The government should give full play to the functions of government departments, comprehensively manage and plan the two-way connection work, comprehensively promote the implementation of enrollment preparation and enrollment adaptation education in kindergartens and primary schools, and guide education departments at all levels to fully recognize the importance of the two-way connection work of preschool and primary schools by giving full play to the overall role of government organization and leadership, and coordinate the educational resources of all parties Provide necessary educational funding support for education departments at all levels. We should strengthen the special governance of out of school training institutions for behaviors that violate the laws of early childhood education, and give full play to the role of Navigator to ensure the smooth implementation of the two-way connection between young and primary schools.

4.4.2 Social Level: Use a Variety of Media to Increase Publicity

The work of two-way connection between preschool and primary school is a systematic educational project in itself, which requires the support and joint efforts of the whole society. In terms of social publicity, we should take the important significance and effective way of comprehensively using a variety of media to publicize and scientifically do a good job in the connection between childhood and childhood, timely promote the typical cases and experience of point and area combination, guide parents to establish scientific concepts in the connection between childhood and childhood, and encourage them to consciously resist those behaviors that violate the law of children's overall physical and mental development, so as to promote the healthy development of children.

4.4.3 Kindergarten (School) Level: Linkage Services, Building a Two-Way Connection System

In order to smoothly carry out the linkage service between kindergartens and primary schools in the two-way connection between kindergartens and primary schools, it is imperative to build a two-way connection system. To promote the good development of the linkage service mechanism between kindergartens and schools, we can speed

up the construction of two-way connection pilot parks (schools), establish a two-way connection coordination mechanism, and improve the two-way connection joint teaching and research system.

4.4.4 Accelerate the Construction of Two-Way Connection Pilot Parks (Schools)

In order to comprehensively promote the two-way connection between young and primary schools, the education department adopts the strategy of careful deployment, pilot first, summarizing experience, and comprehensive deployment, which is carried out in a point to area manner. The guiding opinions proposes to establish a pilot area for the connection between young and primary schools, which is limited to the end of May 2021. First of all, a number of pilot areas for preschool and primary schools will be determined by the province (District, city) as a unit, and then a number of kindergartens and primary schools will be selected for the pilot. Through the pilot first, layered promotion, the pilot parks (schools) will be ensured to achieve actual results. It should be pointed out that in promoting the construction of pilot parks (schools), a specially invited expert group with the foundation of children's development research, experience in kindergarten education reform and compulsory education curriculum teaching reform should be established, with the purpose of providing professional guidance for problems in the construction of pilot parks (schools).

4.4.5 Establish a Two-Way Coordination Mechanism and Improve the Two-Way Joint Teaching and Research System

The guiding opinions pointed out that through the analysis of the effect of school preparation and school adaptation education, the implementation of pilot parks (schools) and experience summary, in the face of the current problems of the separation of curriculum, teaching, teaching research and management system and one-way connection in the connection between kindergarten and primary school, the two-way connection between kindergarten and primary school requires both a two-way collaborative mechanism and a two-way joint teaching and research system, and encourages kindergartens and primary schools to establish the

interconnection between kindergarten and primary school In the learning community with integrated content, teaching and research workers should go deep into front-line kindergartens and primary schools to find unreasonable places in the curriculum, teaching, teaching and research and management system of the connection system, so that the thorny problems encountered in the practice of enrollment preparation and enrollment adaptation can be solved in time.

4.4.6 Family Level: Improve the Home School Co-education Mechanism

As one of the indispensable key links in the education chain, the importance of family education is self-evident. Parents, as children's first teachers and lifelong teachers, therefore, to a great extent, need the cooperation of parents to smoothly carry out the connection work. Due to traditional educational ideas and intergenerational upbringing

5. Evaluation of the Guidance

This study analyzes the background and content of the guidance, and combs the key points of the linkage mechanism and supervision mechanism involving the two-way connection between young and young children in the guidance. From the perspective of educational law, this to some extent reflects that in the past one-way connection between young and primary schools, there were obstacles between up and down of education departments at all levels, which is the embodiment of the essence of internal and external problems. In his works, Shen Suping described the relationship between school and government as: "the relationship between school and government is an administrative legal relationship, which can be divided into internal administrative legal relationship and external administrative legal relationship based on the nature of the contact between the parties to the administrative legal relationship". From the perspective of its description of management relations, it can be seen that the guiding opinions plays the role of internal administrative relations, and the society, kindergartens (schools) and families mentioned therein play the role of external administrative relations. Therefore, the two-way connection between young and young children needs the joint force of internal and

external administrative relations to promote. However, it is worth affirming that the concept of two-way connection was first put forward in the guiding opinions, which is not only reshaping the value of basic education reform, but also an important embodiment of efforts to form a good educational ecological concept. It is necessary to explain that the introduction and interpretation of the guiding opinions is only the embodiment of a research perspective. The essence behind it is that it is a measure proposed for the current one-way connection between young and primary schools in China, and it is the embodiment of the flexibility of national education policy. But relying solely on this document to solve a series of problems existing in the connection between young and primary schools is the expression of addressing the symptoms rather than the root causes.

In short, the introduction of the guiding opinions is undeniably a powerful measure to solve the problems existing in China's current early childhood connection, but it is not conducive to its long-term development if only relying on the time-lapse document policy as the basis for regulating the development of China's early childhood connection education. For the long-term scientific development of early childhood connection and solving these existing criticisms, we should return to the essence of basic education reform.

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